

# *FAQs about IDEA 2004*

## **Individualized Education Programs**

### **What are PLAFPs?**

Present Levels of Academic Achievement and Functional Performance. These replace the previous PLEPs – Present Levels of Educational Performance.

### **Are benchmarks and short-term objectives required for all students?**

No. Benchmark or short-term objectives are required only for children who take an alternate assessment aligned to alternate achievement standards. In Montana, these are students who take the CRT-Alternate assessment. The OPI has updated the IEP form to include a page with only measurable annual goals and a page with measurable annuals goals and benchmarks/short-term objectives.

Short-term objectives and benchmarks may be included in IEPs for students who do not take the CRT-Alternate if the parent and district agree to include them.

### **When must IEP progress reports on the annual goals be provided to parents?**

When report cards are provided by the district or school.

### **When must the Procedural Safeguards Notice (Parental Rights brochure) be provided?**

- Upon initial referral or parental request for evaluation
- Upon request by a parent
- Upon the first occurrence of the filing of a complaint with the OPI
- At least once per year

The sample forms from the OPI dated “July 2005” have been changed to reflect the above requirements for providing the Procedural Safeguards Notice.

### **Can an Individualized Education Plan be changed without an IEP meeting?**

Yes. In making changes to the IEP after the annual IEP meeting, the parent and the district may develop a written document to amend or modify the current IEP. The Office of Public Instruction has provided a sample “*Amendment of Current IEP*” form.

The IEP can only be amended or modified during the time that the annual IEP is in effect. The student’s IEP must continue to be reviewed annually. An IEP amendment cannot extend the term of the annual IEP.

### **If the parent does not sign the “Amendment of Current IEP” form, can the identified changes be made?**

July 2005

No.

**Does the IDEA 2004 allow for multi-year IEPs?**

Not yet.

**At what age must the IEP address postsecondary transition?**

Beginning with the annual IEP during which the student will turn age 16. This is a change from the previous requirement of age 14.

**What are “Measurable Postsecondary Goals” for students aged 16 and older?**

These goals are based on age-appropriate transition assessments and identify the student’s post-school goals related to training, education, employment and, if appropriate, independent living skills.

**For students who are graduating from high school with a regular diploma or exceeding the age eligibility for special education services, what is the “Summary of Performance”?**

This is a summary of the student’s academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. The OPI has provided a sample form for this requirement.

The reauthorized Individuals with Disabilities Education Act (IDEA) became effective on July 1, 2005. This list of Frequently Asked Questions (FAQ) sheet is one of a series from the Montana Office of Public Instruction which highlight changes resulting from the reauthorization of the IDEA. Additional changes may result from the final regulations.

If you have further questions, please contact your local special education director or the Montana Office of Public Instruction. A complete listing of current OPI IDEA FAQs can be found at [www.opi.mt.gov/speced/FAQs](http://www.opi.mt.gov/speced/FAQs).



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